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ABSTRACT

Curriculum guides that cover a wide range of content area as well as a wide age range are cited in this bibliography with abstracts accompanying each selection. The curriculum guides cited are intended for use by the preschool and kindergarten teacher. A total of 60 selections are presented. (CK)

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CURRICULUM GUIDES AT THE KINDERGARTEN AND PRESCHOOL LEVELS:
AN ABSTRACT BIBLIOGRAPHY

Compiled by

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Foreword

The Educational Resources Information Center/Early Childhood Education Clearinghouse (ERIC/ECE) is one of a system of 20 clearinghouses sponsored by the United States Office of Education to provide the educational community with information about current research and developments in the field of education. The clearinghouses, each focusing on a specific area of education, (such as early childhood, reading, linguistics, and exceptional children), are located at universities and institutions throughout the United States.

The clearinghouses search systematically to acquire current, significant documents relevant to education. These research studies, speeches, conference proceedings, curriculum guides, and other publications are abstracted, indexed and published in Research in Education (RIE), a monthly journal. RIE is available at libraries, or may be ordered from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Another ERIC publication is Current Index to Journals in Education (CIJE), a monthly guide to periodical literature which cites articles in more than 560 journals and magazines in the field of education. Articles are indexed by subject, author, and journal contents, CIJE is available at libraries, or by subscription from CCM Information Corporation, 909 Third Avenue, New York, New York 10022.

The Early Childhood Education Clearinghouse (ERIC/ECE) also distributes a free, current awareness newsletter which singles out RIE and CIJE articles of special interest, and reports on new books, articles, and conferences. The ERIC/ECE Newsletter also describes practical projects currently in progress, as reported by teachers and administrators. For more information, or to receive the Newsletter write: ERIC/ECE Clearinghouse, 805 W. Pennsylvania Avenue, Urbana, Illinois 61801.

Introduction

A vast number of curriculum guides have been published during the past decade. These guides cover a wide range of content area as well as a wide age range. This document presents in abstract form a selected group of curriculum guides to be used by the preschool and kindergarten teacher.

This bibliography has been compiled from documents found in the ERIC microfiche collection and in journal literature. Abstracts of selected documents have been taken from Research in Education (RIE) and journal citations from the Current Index to Journals in Education (CIJE). Included are published and unpublished studies focusing on all areas of curriculum, including guides for language arts, bilingual programs, science and math, social studies, music and art, and health and physical education. In addition, there are abstracts on curriculum development in general and parent participation guides.

Major descriptors (marked with an asterisk*) and minor descriptors appear after each title. Descriptors are subject terms which are used in RIE and CIJE to characterize the entries and will help users of this bibliography to identify topics covered in the selections.

Most of the entries are available from the ERIC Document Reproduction Services (EDRS) in either of two forms, microfiche (MF) or hard copy (HC). Each entry is assigned an ERIC document (ED) identification number, which appears after the title information. Directions for ordering are given on the last page of the bibliography. Journal citations have an (EJ) identification number.

A few titles are not available through EDRS but must be ordered from the publishers, and addresses and prices are listed with each of these citations.

A. General Curriculum Guides

From Microfiche Collection (RIE)

1. Guide Book, Kindergarten. 64p. ED 051 142

*Curriculum Guides; *Early Childhood Education; *Kindergarten;
*Program Planning; Art; Handwriting; Language Arts; Literature;
Music; Numbers; Physical Education; Reading; Social Development;
Speech Improvement

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social living, language arts, literature, reading, numbers, handwriting, art, music, physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 18 short chapters. In addition to the various curriculum subjects, they include the arrangement of the daily program, evaluation, speech development, a list of basic equipment, and eight sample units. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The overall objectives of the program are set out in the first chapter. Specific objectives are included in the text. There is no attempt to provide formal lesson plans, but details of many activities are given for each subject and in the sample units. INSTRUCTIONAL MATERIALS: Lists of resource materials are given for each subject, and a list of basic equipment is also provided. STUDENT ASSESSMENT: The chapter on evaluation includes a check list for intellectual behavior, social development, motor control, health, and rhythm and music.

2. Head Start Curriculum Models: A Reference List. Nov 70, 26p. ED 046 517

*Preschool Programs; *Preschool Curriculum; *Preschool Education;
*Early Childhood Education; *Bibliographies; Models; Research Reviews
(publications); Educational Innovation; Books

This bibliography lists references to books, articles, curriculum aids, progress reports and other writings related to the 11 different Head Start curriculum models now being tested experimentally in many communities. The models, developed by experienced educators, are: Academically Oriented Preschool; Behavior Analysis Model; Responsive Environment Corporation; Tucson Early Education Model; Bank Street Early Childhood Center; Parent Education Project, Florida Model; Responsive Model, Berkeley; Institute for Developmental Studies; Primary Education Project, Pittsburgh; Educational Development Center; and Cognitively Oriented Curriculum. Readings giving an overview are also listed. Information is included on ordering those documents which are available through the ERIC system. Other works are available at libraries or from authors or publishers cited. A list of addresses of the educators responsible for the models is given.

3. Kamii, Constance. An Application of Piaget's Theory to the Conceptualization of a Preschool Curriculum. May 70, 57p. ED 046 502

*Preschool Children; *Curriculum Development; *Concept Formation; *Cognitive Processes; Cognitive Development; Logical Thinking; Play; Teacher Role; Teaching Methods; Learning Processes; Intelligence; Objectives; Curiosity; Social Development; Emotional Development

A Piagetian preschool emphasizes the child's active construction of mental images rather than passive association of words and pictures with real objects. The role of the teacher is neither to dictate good behavior nor to transmit ready-made predigested knowledge. Her role is to help the child to control his own behavior and to find things out as a result of his own curiosity and exploration. The child builds knowledge through his own actions on objects, using object feedback and his own reasoning processes. To accomplish this task, the teacher selects a variety of objects to give a range of possible activities from which the child can choose. The teacher diagnostically picks up on the child's interests by making suggestions and asking questions. Piaget's distinction among physical, social, and logico-mathematical knowledge and representation guides the teacher in deciding when to answer a child's specific questions and when to leave the question open for the child to find the answer. The basic principle to keep in mind is that play is the most powerful ally on the teacher's side. A curriculum which reflects an understanding of the nature of intelligence from Piaget's biological perspective will define its long-term goals first and then proceed to conceptualize its short-term goals.

4. Kindergarten; A Year of Becoming. 68, 89p. ED 051 160

*Curriculum Guides; *Kindergarten; Art Education; Dramatic Play; Language Arts; Mathematics Curriculum; Music Education; Physical Education; Science Education; Social Studies

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Complete kindergarten program. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several chapters. The portion which outlines the curriculum content is divided into nine types of "becoming experiences" --communicative, numerical, scientific, social, physical, musical, artistic, creative-dramatic, and audio-visual. The guide is offset printed and edition bound with a paper cover. OBJECTIVES AND ACTIVITIES: Detailed lists of activities are included under each of the nine above-mentioned categories. In some categories, groups of activities are correlated with specific objectives. Guidelines for organizing a 3-hour program and several sample schedules are included. INSTRUCTIONAL MATERIALS: The guide contains an extensive list of necessary equipment and materials. There are short bibliographies at the end of each chapter or section. STUDENT ASSESSMENT: It is suggested that evaluation be limited to informal conferences with parents. Guidelines for holding conferences are included.

5. Kindergarten Curriculum Guide. 69, 70p. ED 039 929

*Curriculum Guides; *Kindergarten; Educational Objectives; Teaching Techniques; Instructional Materials; Mathematics Education; Language Arts; Science Education; Physical Education; Social Sciences; Art Activities; Educational Equipment

This curriculum guide for kindergarten has a format that is highly readable and easy for a teacher to use. For each area of the curriculum (math, language arts, science, social science, and art) specific objectives and accompanying activities are provided. Detailed directions help the teacher enable children to get the maximum benefit from each activity. Methods of evaluating pupil progress, a list of useful materials and equipment, and a bibliography are also included in the guide.

6. Kindergarten Curriculum Guide: Early Childhood Education. [69], 46p. ED 034 575

*Curriculum Guides; *Kindergarten; Activities; Educational Equipment; Program Guides

This booklet is intended as a resource guide for administrators, teachers, and curriculum planners. Its program is based on characteristics and goals related to 5-year-old children. General program objectives are explained, as are goals for language arts, number experiences, social studies, science, music, art, health and safety, and physical education. An informal approach through individual, group, and community activities is encouraged. Suggestions for organizing the kindergarten relate to class size, schedule, and working with parents. A plan for maintaining pupil records, materials and equipment for curriculums is recommended. Also included is a bibliography on early childhood education.

7. Kindergarten Guidebook. 70, 124p. ED 048 138

*Curriculum Guides; *Early Childhood Education; *Educational Administration; *Kindergarten; *Student Evaluation; Art Education; Language Arts; Music Education; Science Education; Social Studies; Number Concepts; Physical Education

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Art, health and physical development, language arts, music, number relationships, science, social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has four major sections: programs, administration, program evaluation, and bibliographies. Goals and activities are presented in tabular

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form. The guide is mimeographed on loose sheets with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives for each subject are presented, followed by a detailed listing of activities related to these objectives. INSTRUCTIONAL MATERIALS: The materials required are described in each activity, and full lists of materials are provided in the section on administration. STUDENT ASSESSMENT: Detailed instructions for reporting to parents are provided. OPTIONS: This is a first draft of the guide and teachers are asked to suggest changes, additions, corrections, and/or deletions.

8. McBath, Patricia P.; And Others. Kindergarten Handbook. Dec. 69, 68p. ED 051 166

*Curriculum Guides; *Early Childhood Education; *Kindergarten;
Art; Audiovisual Instruction; Mathematics; Music;
Physical Education; Sciences; Social Studies; Language Arts

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Complete curriculum. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has the following chapters: 1) What It means To Be a Five-Year-Old; 2) Planning the Kindergarten Environment; 3) Suggestions for Particular Content Areas-- Language Arts, Mathematics, Science, Social Studies, Art, Music, Physical Education, and Audio-Visual Education; and 4) Sources of Information. The guide is lithographed, illustrated, and staple bound with a soft cover. OBJECTIVES AND ACTIVITIES: No detailed objectives are listed. The kinds of activities recommended are described, but no attempt is made to give detailed instructions. INSTRUCTIONAL MATERIALS: The basic equipment needed is listed. There are bibliographies for language arts and mathematics, and materials for mathematics and art. STUDENT ASSESSMENT: No provision is made for evaluation.

B. Parent Participation Guides

From Microfiche Collection (RIE)

1. De Franco, Ellen. Curriculum Guide for Children's Activities, Parent Preschool Program. 68, 58p. ED 022 028

*Curriculum Guides; *Preschool Curriculum; *Activities;
*Parent Participation; Parent Education; Teaching Techniques;
Art Activities; Science Activities; Music Activities;
Language Arts; Learning Activities; Communication Skills

This curriculum guide for teachers was developed for preschool education in the Child Observation and Parent-Preschool Child Classes conducted through the Parent Education Program, Division of Adult Education of Los Angeles City Schools. The classes for which this curriculum guide is intended are attended by parents and their children, ages two to five. The contents of the guide are divided into several sections, including (1) social and emotional objectives, (2) educational objectives, (3) program organization, (4) presentation of materials, and (5) the role of mothers.

C. Language Arts Guides

From Microfiche Collection (RIE)

1. Barboni, Judith; And Others. Curriculum Guide in English, K-12.
Sep 68, 71p. ED 048 235

*Curriculum Guides; *Elementary Grades; *English Curriculum;
*Secondary Grades; Grade 1; Grade 2; Grade 3; Grade 4;
Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10;
Grade 11; Grade 12; Kindergarten

GRADES OR AGES: K-12. SUBJECT MATTER: English. ORGANIZATION AND PHYSICAL APPEARANCE: The first half of the guide consists of several chapters which give a general outline of the program. The second half is broken down into two sections--"Language in Action" and "Literature in Action"--which outline the program in greater detail. These two sections are in list form. The guide is mimeographed and loose-leaf bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the entire program are outlined in the first half. More specific objectives are listed at the beginning of each of the two sections in the second half. Suggested activities are categorized according to grade level and specific objective to be reached. Activity descriptions are general. INSTRUCTIONAL MATERIALS: No mention. STUDENT ASSESSMENT: No mention.

2. Brooks, Barbara J. An Oral Language Development Program for the Preschool. Project Sesame. Working Document Number 1. Sep 68, 116p. ED 028 167

*Curriculum Guides; *English Instruction; *Kindergarten;
*Language Development; *Verbal Communication; Aural Learning;
Grammar; Language; Language Usage; Morphology (Languages);
Oral Communication; Oral Expression; Phonology; Preschool
Curriculum; Reading Readiness; Sentences; Syntax

An ESEA Title III Language development program, originating in Mifflinburg, Pennsylvania, is presented in 60 twenty-minute lessons to help prepare preschoolers for the reading experience. Four areas of language usage and reading readiness are stressed--auditory discrimination or phonology, letter discrimination, stylistics, and morphology, grammar, and syntax. The presentation recommends that verbal behavior be developed in a stimulus-response situation that reinforces conditioned oral responses through repetition and the use of various materials and motivational techniques. Numerous activities and exercises are included to develop in preschool children such language skills as the recognition of sound-symbol relationships, initial consonant and vowel sounds and blends, rhyming words, and complete sentences.

3. Concept and Language Development. A Resource Guide for Teaching Young Children. Mar 68, 94p. ED 030 472

*Manuals; *Kindergarten; *Curriculum Guides; *Language Arts; Early Childhood Education; Vocabulary Development; Concept Teaching; Auditory Perception; Visual Perception; Speech; Reading Readiness; Language Skills; Individual Instruction; Small Group Instruction; Large Group Instruction; Instructional Materials

In response to the research findings of Head Start programs, in particular, and of research in early childhood education, in general, this manual was created by the Kindergarten Study Group of the Cincinnati Public Schools to examine the kindergarten program. The purpose of this manual is to help teachers broaden and extend the learning of the pupils, especially in the language arts. Ways are suggested for working with children to provide for individual, small group, and total class instruction. The manual sets out activities for developing pupils' skills in vocabulary, organization of ideas, auditory and visual perception, and speech. Also, approaches to building reading readiness are described.

4. Coordinated Helps in Language Development (Child). Northwest Regional Educational Laboratory Study. Second Experimental Edition. 68, 85p. ED 028 831

*Language Development; *Kindergarten; *Language Programs; *Guides; Language Skills; Verbal Ability; Verbal Development; Auditory Discrimination; Vocabulary Development; Language Patterns; Expressive Language; Classification; Problem Solving; Abstract Reasoning; Imagination; Enunciation Improvement

This guide to a total developmental language program for kindergarten is divided into three sections: (1) Helpful Hints to the Teacher, (2) Expanding Verbal Power, and (3) Linking Language and Thought. Subjects in Section 2 include hearing and speaking clearly, increasing vocabulary, extending meaning, expanding language patterns, conveying ideas, and expressing feelings. Section 3 involves classifying things, conveying imagination, solving problems, and expressing abstract reasoning. Each topic is divided into a listing of activities, objectives, materials, procedures, observations, and concomitant learnings.

5. An English Language Arts Curriculum Guide: K-3. Volume 1. 69, 390p. ED 044 402

*Behavioral Objectives; *Curriculum Guides; *Language Arts;
 *Primary Education; Elementary Education; Learning Activities;
 Oral Communication; Reading; Writing

This language arts curriculum guide, principally designed for teaching culturally advantaged pupil of above-average intelligence, aims 1) to specify a relatedness between the subjects comprising the English language arts, 2) to specify behavioral objectives, 3) to suggest learning processes that allow pupils to order their inner feelings by discovering order in their environment, 4) to reveal a continuum of learning experiences for children K-3, 5) to act as a plan book, and 6) to provide direction, especially for new teachers. For use by teachers, administrators, and curriculum coordinators, the guide classifies the subject areas of English into three major divisions: oral communication, reading, and writing. Each division contains, for each grade level, list of behavioral objectives suggested materials and suggested activities. Additional materials include graphs of the classification and stress of subject areas in English for grades K-3.

Availability:

Carmen Fabian, West Lafayette Community Schools, 141 Andrews Place,
 West Lafayette, Indiana 47906.

6. Flinton, Doris Holt. Language for Learning: Oral Language and Cognitive Development, Pre-K, K, Grade 1. Section 1, Teacher's Guide. 69, 68p.
 ED 039 921

*Curriculum Guides; *Language Arts; *Lesson Plans; Teaching
 Methods; Cognitive Development; Language Development; Instructional
 Materials; Kindergarten; Grade 1; Reading Readiness; Oral English

This handbook for teachers contains language lessons for young children. Through sequencing and feedback, the program uses a direct method of teaching and learning standard English. It is an expository approach, in which progress is based on performance, rather than on the knowledge of rules. Each unit is organized so that language development and cognitive development advance together. The order of presentation of each of the 20 lessons includes 1) the teacher's demonstration with objects, persons or pictures while she uses the sentence patterns under the language structure at the top of her page, 2) pupil's response while demonstrating with objects, 3) presentation of the picture in the book, 4) pupil's response to the picture, 5) application of patterns learned orally to a new situation by the pupils, and 6) worksheet activities. Designed for use with small heterogeneous groups of six to eight pupils. The teacher is urged to encourage flexibility and inventiveness through demonstration and example. This oral language program serves as a readiness program for beginning reading and writing instruction.

Availability:

Faculty-Student Association, State University of New York, 135 Western
 Avenue, Albany, New York 12203.

7. K-12 English Language Arts Curriculum Guide. 68, 102p. ED 051 181

*Curriculum Guides; *Elementary Grades; *Kindergarten;
 *Language Arts; *Secondary Grades; Grade 1; Grade 2;
 Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8;
 Grade 9; Grade 10; Grade 11; Grade 12; Intermediate Grades;
 Literature Appreciation

GRADES OR AGES: K-12, SUBJECT MATTER: Language Arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. Each section is further subdivided by grade level. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussion, writing, work and spelling games, grammar exercises, oral reports, and independent projects. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. The lists include both print and audiovisual materials. In addition, a list of resource materials available in the middle school learning center is included at the end of the second section. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed tests and papers in the upper grades.

8. Language Arts Guide. Kindergarten-Level Twelve. 69, 145p. ED 051 158

*Curriculum Guides; *Elementary School Curriculum; *English;
 *Language Arts; *Secondary Education; Creative Writing;
 Debate; Dramatics; German; Grade 1; Grade 2; Grade 3; Grade
 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10;
 Grade 11; Grade 12; Journalism; Kindergarten; Latin;
 Listening; Reading; Spanish; Speaking; Writing; French

GRADES OR AGES: Grade K-12. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has seven sections: (1) listening (K-12); (2) speaking (K-12); (3) reading (K-12); (4) writing (K-12); (5) special areas, including speech, dramatics, debate, creative writing, Latin, Spanish, French, German, journalism, and reading efficiency, for grades 7-12; (6) suggested lesson patterns; and (7) bibliography of suggested professional readings. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: Specific objectives stated in terms of student behaviors are listed at the beginning of each unit. A list of suggested activities for helping to achieve the desired student behaviors is given for each unit. The lesson patterns give more detailed examples of activities.

INSTRUCTIONAL MATERIALS: Materials and resources are listed for each unit in the sections on special areas and lesson patterns, but not for the other sections. STUDENT ASSESSMENT: Evaluation questions are given for the other units in the section on special areas. Evaluation has been omitted from the other sections as it is intended that the meeting of the listed objectives should serve as a means of evaluation.

9. Theman, Viola, Ed.; And Others. English Language Communication, Grades K-Six. Illinois Curriculum Program. Subject Field Series, Bulletin No. C-6. 67, 103p. ED 051 171

*Curriculum Guides; *Elementary Grades; *Kindergarten;
*Language Arts; Listening; Reading; Speaking; Writing

GRADES OR AGES: K-6. SUBJECT MATTER: Language arts. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into sections; 1) listening, 2) speaking, 3) writing, and 4) reading. The sections on speaking and writing are further subdivided into units. A final section provides guidelines for evaluation of a local program. The guide is offset printed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Each section or unit lists several objectives and related activities. Some activities are merely listed; others are described in detail. Guidelines for identifying student readiness for various activities are included. INSTRUCTIONAL MATERIALS: Each section or unit contains a short list of related references, which includes books and journal articles. STUDENT ASSESSMENT: Each section or unit contains guidelines for student evaluation. The section on reading includes a list of commercially available reading tests and a list of major publishers of reading tests.

D. Bilingual Guides

From Microfiche Collection (RIE)

1. A Kindergarten Curriculum Guide for Indian Children: A Bilingual-Bicultural Approach. Sep 68, 145p. ED 031 318

*American Indians; *Bilingual Education; *Cultural Interrelationships; *Curriculum Guides; *Kindergarten; Course Content; Culturally Disadvantaged; Curriculum Planning; Early Childhood Education; Early Experience; English (Second Language); Enrichment Experience; Navaho; Parent Participation; Preschool Curriculum; Preschool Education; Preschool Programs; Socially Disadvantaged

A bilingual and bicultural approach is presented for teaching Navajo Indian students by enhancing and utilizing the familiar while broadening and enriching the students' experiences related to the larger American culture. Information is given on the significance of early learning, physical and mental aspects of the five year old, articulation of early childhood experiences, and the role of the staff in early education. Curriculum experiences are outlined for language and concept development, social living, mathematics, music, natural and physical concepts, health and safety, foods, and aesthetic appreciation. The importance of the supportive services and parental and community involvement in the kindergarten program are also emphasized. The appendices and bibliography include enrichment materials, guidelines for space utilization and equipment requirements, and examples of forms and materials.

2. Petrini, Alma Maria. ESOL-SESD Guide: Kindergarten. 69, 143p. ED 033 748

*Bilingual Education; *English (Second Language); *Kindergarten; *Pattern Drills (Language); *Teaching Guides; Activity Learning; Dialects; Language Handicapped; Language Instruction; Oral Expression;

This guide consists of 135 lessons designed to teach English to speakers of other languages, or to teach standard English as a second dialect. Each lesson guides the kindergarten teacher through a day's activities. Each activity is identified with a heading, a brief descriptive paragraph, and an example of suggested dialogue. Lessons also list various materials such as pictures, toys, and puppets to be used during the activities. The program, presented in a linguistic sequence, emphasizes oral speech development. Children hear the language patterns modeled by the teacher and then repeat what has been said. Directions like "guide," "help," and "with the teacher's help" indicate when the teacher should model the pattern for the children.

Once the children are able to control a pattern automatically through several oral repetitions, they can use the language in meaningful situations. Though the guide has been planned to cover 1 year, the time required to complete it may vary, depending on the maturational level of the children and the amount of time devoted to the lessons.

3. Project NECESSITIES, Phase III. Volume IV: Teaching Materials for Kindergarten and First Grade. Jul 70, 303p. ED 049 854

*American Indians; *Curriculum Guides; *Grade 1; *Kindergarten Children; *National Programs; Cultural Factors; Educational Resources; Relevance (Education); Supplementary Reading Materials

Phase III. Volume IV. Part A of Project NECESSITIES consists of 10 activities intended for kindergarten-aged American Indian (including Eskimo) children. Some of the supplementary materials needed to teach these activities ("Symbol Formation" and "An Animal Alphabet") are appended. The unit, entitled Learning to Communicate, begins with non-verbal activities and ends with activities involving symbolic writing. Part B. (People, Places and Things) for 1st graders is divided into 3 sub-units: Homes; Homes and Schools; and School, Land and Community. The sub-units are designed to provide the Indian student with a knowledge not only of his own way of life but also of the way other people live. Each set of classroom activities which precedes the instructional narratives is meant to provide a reference for several days of teaching. Each includes a short overview of the activity itself and indicates the materials and equipment needed to carry out the activity.

4. Saville, Muriel R. Curriculum Guide for Teachers of English in Kindergartens for Navajo Children. Jul 69, 58p. ED 030 122

*Bilingual Education; *Curriculum Guides; *English (Second Language); *Kindergarten; *Navaho; Bilingual Students; Contrastive Linguistics; Distinctive Features; Grammar; Kindergarten Children; Language Instruction; Phonology; Teaching Methods; Teaching Techniques

In September 1969 the Bureau of Indian Affairs is instituting a bilingual-bicultural kindergarten program on the Navajo Reservation. A major aim of the program is to develop and implement a curriculum in which Navajo is the primary medium of instruction and English is taught as a second language. While the teaching of English is only one part of the total kindergarten curriculum, it is a part upon which future school achievement and social mobility largely depend. This preliminary guide outlines the distinctive sounds of English which need to be mastered, the basic sentence patterns of the language, and a vocabulary sufficient for classroom procedures and beginning reading texts. The content and ordering of the language

lessons are based on a contrastive analysis of Navajo and English, which allows the prediction and description of problems the speakers of one will have in learning the other. This curriculum outline will be the basis of forthcoming teaching materials being prepared by the author.

5. Saville, Muriel R.; And Others. Dine Bi'Olta Saad Naaki Yeeyalti'ii Binaaltsoos T'aala'igii. Navajo-English Curriculum Guide, Kindergarten Level. [70], 383p. ED 045 967

*Bilingual Education; *Curriculum Guides; *English (Second Language); *Kindergarten; *Navajo; Bilingualism; Concept Formation; Creative Activities; Cultural Background; Early Childhood Education; Evaluation Techniques; Illustrations; Instructional Materials; Language Instruction; Pattern Drills (Language); Second Language; Learning; Teaching Guides; Teaching Methods; Teaching Techniques

A successful bilingual kindergarten program has to utilize fully the results of three areas of modern research and development: linguistics, psychology, and education. The preparation and implementation of curricular materials for teaching in Navajo and English to five-year-old Navajo children requires an understanding of at least the following areas: 1) the nature and consequences of bilingualism; 2) the individual, social, cultural and academic characteristics and needs of the Navajo children; 3) the Navajo and English languages; 4) methods of both first and second language instruction which are appropriate for use with young children; and 5) evaluation techniques for teaching methods, materials, and the children's progress. The present Guide is intended to provide additional information in these areas to participating teachers and aides, and to provide them with specific suggestions for teaching in the four curriculum content areas listed above. Sample instructional materials for each area are also included.

E. Science and Math Guides

From Microfiche Collection (RIE)

1. Busch, Phyllis S. Urban Discovery Manual, 75 Stimulating Ideas for Investigating Some Common Urban Resources Indoors and Outdoors, Grades K-6. 69, 32p. ED 033 844

*Conservation Education; *Elementary School Science; *Instructional Materials; *Teaching Guides; *Urban Education; Biology; Earth Science; Pollution; Resource Materials; Science Activities.

Presented are 75 suggestions for investigating in grades K-6 such common urban resources as trees, seeds, polluted air, rocks, and insects. The manual is designed for use with the Urban Discovery Box which contains samples collected from eight urban resources along with some objects helpful to investigate these. A section in the manual for each of the eight resources provides teachers with needed information for helping the pupils carry out their investigations. Many potential problems for investigation are directed at the development of such science processes as hypothesis formation, observation, data collection, the making of inferences, classification, and formulation of problems. Numerous discussion questions are also included. A complete list of resource materials is provided for the development of a "discovery box." This work was prepared under an ESEA Title III contract.

2. Busch, Phyllis. The Use of the "Indoor-Outdoor-Indoor" Approach to Teaching Science Conservation with Concentration on Methods of Inquiry and Emphasis on Processes of Science, Grades K-3. 69, 27p. ED 032 220

*Conservation Education; *Elementary School Science; *Outdoor Education; Biology; Discovery Learning; Earth Science; Instructional Materials; Science Activities; Science Course Improvement Project; Teaching Guides

Contained are instructional materials developed by the Science Project Related to Upgrading Conservation Education. The lesson plans given are intended to demonstrate the "indoor-outdoor-indoor" approach to teaching science conservation with concentration on methods of inquiry and emphasis on processes of science. Four subject areas are treated: Air, Water, and Weather; Living Things; The Earth and Its Composition; and Our Growing Bodies. One plan is given for each area for each of grades K-3. The plans list materials required, set problem questions, then describe indoor and outdoor activities to help students discover answers to the questions. Relevant science concepts and conservation concepts are listed. The manual also lists the objectives of "Outdoor Discovery Guides," and gives an example guide. There is a summary of the goals of the program, together

with general guidelines for teaching and selected references for the teachers. This work was prepared under an ESEA Title III contract.

3. Don't Spare the Rods. A Supplementary Mathematics Program for Kindergartens. 42p. ED 048 157

*Curriculum Guides; *Kindergarten; *Mathematics Curriculum

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Using Cuisenaire rods. ORGANIZATION AND PHYSICAL APPEARANCE: The guide contains a short introductory section followed by a sequential series of 40 lessons. Diagrams are interspersed throughout the text. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The introductory section describes the objectives of using Cuisenaire rods. Each lesson contains a detailed sequence of activities with the rods designed to teach children number concepts and operations. INSTRUCTIONAL MATERIALS: A list of Cuisenaire rods kits available and prices is presented in the introductory section. A set of transparencies and a set of self-checking cards which can be used with the lessons are available from the Prekindergarten-Kindergarten Research Center. However, the lessons can be taught without the transparencies and cards. STUDENT ASSESSMENT: None. OPTIONS: No alternative activities are suggested. It is necessary to follow the lessons in sequence, but timing is left to the teacher.

4. Elementary Mathematics Guide, K-7. 68, 189p. ED 051 200

*Curriculum Guides; *Elementary School Curriculum; *Elementary School Mathematics; *Mathematics; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Kindergarten

GRADES OR AGES: Grades K-7. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The main section of the guide entitled "Mathematical Strands with Teaching Suggestions" has the following subsections: 1) sets and numbers, 2) numeration, 3) operations on whole numbers, 4) rational numbers, 5) geometry, and 6) measurement. Other chapters deal with problem solving and program objectives. The guide is printed and edition bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed for each grade under the six subsection headings. Activities are described in detail in the main section of the guide. INSTRUCTIONAL MATERIALS: None are listed. STUDENT ASSESSMENT: No special provision is made for evaluation.

5. Griffin, Louise. Big Questions and Little Children: Science and Head Start. 68, 38p. ED 024 458

*Science Activities; *Science Education; *Science Programs;
 *Preschool Children; General Science; Science Materials;
 Preschool Curriculum; Preschool Programs; Culturally
 Disadvantaged; Educational Objectives; Bibliographies;
 Enrichment Activities; Lesson Plans

This resource pamphlet is intended to acquaint the Head Start teacher with the possibilities of teaching science in a preschool program for disadvantaged children. Introductory sections stress the importance of including science in a Head Start program, briefly indicate how to use the pamphlet, and suggest some things to seek and avoid. A section entitled "Some Things to Keep in Mind" presents objectives for a science program. These are 1) to use science experiences to develop language skills, 2) to provide opportunities for children to relate to adults, 3) to provide variety in the child's experiences, 4) to establish a sense of the order in the world, 5) to develop completion experiences, 6) to give the child a feeling of being able to solve problems, and 7) to diffuse elements acquired through science into the child's whole life. Suggestions for planning science activities are presented through three sample lesson plans. A final section lists readings for adults, books and records to use with children, and sources for filmstrips, films, books, and science materials.

6. K-12 Mathematics Curriculum Guide. 68, 210p. ED 051 178

*Curriculum Guides; *Elementary Grades; *Kindergarten;
 *Mathematics; *Secondary Grades; Grade 1; Grade 2;
 Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8;
 Grade 9; Grade 10; Grade 11; Grade 12; Intermediate Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. Each section is further subdivided by grade level. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific mathematical concepts and specific objectives. Most of the activities in middle grades and high school consist of working problems in textbooks. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. Most materials listed for the middle grades and high school are page references in textbooks. STUDENT ASSESSMENT: Suggestions for evaluation accompany each group of activities correlated with a concept--usually teacher observation in the lower grades and teacher-developed and textbook quizzes in the upper grades.

7. Mathematics Guide, K-12. 98p. ED 050 072

*Curriculum Guides; *Elementary Grades; *Kindergarten;
*Mathematics Curriculum; *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Mathematics. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into numerous straight-text chapters interspersed with diagrams and charts. It is xeroxed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for mathematics are outlined in an introductory section. More specific objectives are listed for three levels grades K-6, 7-9, and 10-12. Subsequent chapters present a method for grouping students into four levels on the basis of ability and for selecting textbooks for each level. Detailed content sequence charts for grades K-6 keyed to two different textbook series are included. Content suggestions for grades 7-9 and 10-12 are brief and general. Several appendixes contain lists of suggestions for mathematics projects. No mention is made of appropriate grade or ability level for these activities. A special section gives hints on helping slow learners. INSTRUCTIONAL MATERIALS: No mention, except of standard textbooks. STUDENT ASSESSMENT: Guidelines suggest the use of both standardized and teacher-made tests. Several sample diagnostic tests are included.

8. Science. Grades K-6. 68, 202p. ED 048 150

*Curriculum Guides; *Elementary Grades; *Elementary School Science; *Science Curriculum; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten

GRADES OR AGES: Kindergarten--grade 6. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: The introductory section deals with objectives, scope, sequences, and units. The main body of the guide deals with activities and lists materials, with illustrations. The guide is offset printed and bound with a soft cover. OBJECTIVES AND ACTIVITIES: The guide contains the elements of a science curriculum which may be assembled into a complete sequential program. Objectives are listed for abilities and skills, scientific attitudes, and appreciations. Four hundred forty-five activities are listed on the following topics: introduction to science, living things, matter and energy, and earth and space. The teacher decides at which grade level each activity should be used. INSTRUCTIONAL MATERIALS: Details of the materials required are given with each activity. STUDENT ASSESSMENT: The guide describes briefly the purposes of evaluation and the procedures for measuring student performance and attitudes. OPTIONS: The authors acknowledge the need for flexibility and have designed the guide with this in mind. It can provide working materials for a detailed guide with possibilities for approaches which are relevant to a particular school.

9. Starr, John W., 3rd Ed. Basic Curriculum Guide--Science. Grades K-6. 68, 144p. ED 050 060

*Curriculum Guides; *Elementary School Science; *Elementary Science; *Science Curriculum; *Science Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten

GRADES OR AGES: K-6. SUBJECT MATTER: Science. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in two parts--the background, philosophy, and instructional principles of science teaching, including a resource unit model, and the development by grade level of the various basic scientific concepts. The guide also includes information of audio-visual materials, children's book lists, and vocabulary lists. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives of the program are described in considerable detail in chapter 2, and additional objectives are included in the program for each grade. Specific activities for each grade are not listed, but cross-references are provided to the American Book Company and the Macmillan Book Company Science Series. INSTRUCTIONAL MATERIALS: A list of apparatus and equipment is included, also bibliographies for children and teachers, and a film list. STUDENT ASSESSMENT: Evaluation is discussed in part 1, under the following headings: teacher observation and judgment, ratings of children's work, descriptive evaluations, informal teacher-made tests, essay questions, and objective questions.

10. Starr, John W., 3rd Ed. Resource Handbook--Animals. A Supplement to Basic Curriculum Guide--Science, Grades K-6. 68, 151p. ED 050 061

*Animal Behavior; *Curriculum Guides; *Elementary School Curriculum; *Elementary School Science; *Science Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science; animals. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into the following sections: initiatory activities; developmental activities, evaluation, vocabulary, children's books, and films. OBJECTIVES AND ACTIVITIES: Fifty-one concepts are included in the section on developmental activities. Details of activities are given for each concept. INSTRUCTIONAL MATERIALS: Materials required are described in the various activities. The extensive bibliography and film list are annotated. STUDENT ASSESSMENT: Samples of evaluation items are included to help the teacher develop an informal testing program.

11. Starr, John W., 3rd Ed. Resource Handbook: The Earth. A Supplement to Basic Curriculum Guide--Science, Grades K-6. 68, 178p. ED 050 062

*Curriculum Guides; *Elementary School Curriculum;
 *Elementary School Science; *Science Education;
 *Science Units; Grade 1; Grade 2; Grade 3; Grade 4;
 Grade 5; Grade 6; Kindergarten

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science; the earth.
 ORGANIZATION AND PHYSICAL APPEARANCE: The guide is in three main parts: 1) atmosphere; 2) lithosphere; and 3) hydrosphere. Each section is subdivided into initiatory activities, developmental activities, evaluations, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover.
 OBJECTIVES AND ACTIVITIES: In each section the developmental activities are described in detail and the objective is stated for each. INSTRUCTIONAL MATERIALS: The materials needed for each activity are listed. The extensive bibliographies and film lists are annotated. STUDENT ASSESSMENT: Samples of evaluation items are included to help the teacher develop an informal testing program.

12. Starr, John W., 3rd Ed. Resource Handbook--Matter and Energy. A Supplement to Basic Curriculum Guide--Science, Grades K-6. 68, 237p. ED 050 063

*Curriculum Guides; *Elementary School Science;
 *Energy; *Matter; *Science Education; Elementary
 School Curriculum; Grade 1; Grade 2; Grade 3;
 Grade 4; Grade 5; Grade 6; Kindergarten; Science Units

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science; matter and energy. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into the following six units: 1) Composition of matter, with 27 concepts; 2) Light, with 20 concepts; 3) Heat, with 14 concepts; 4) Sound, with 12 concepts; 5) Electricity and Magnetism, with 17 concepts; and 6) Friction and Machines, with 11 concepts. Each unit is subdivided into initiatory activities, developmental activities, evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Activities are given for each concept in the six units. The objectives involve an understanding of the concepts and a correct interpretation of the results of the experiments. INSTRUCTIONAL MATERIALS: The materials needed for each activity are listed. The bibliographies and film lists included in each unit are annotated. STUDENT ASSESSMENT: Samples of evaluation items are included in each unit to help the teacher develop an informal testing program.

13. Starr, John W., 3rd Ed. Resource Handbook--Plants. A Supplement to Basic Curriculum Guide--Science, Grades K-6. 68, 93p. ED 050 064

*Botany; *Curriculum Guides; *Elementary School Science;
 *Plant Science; *Science Education; Elementary School
 Curriculum; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5;
 Grade 6; Kindergarten; Science Units

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science; plants.
 ORGANIZATION AND PHYSICAL APPEARANCE: This guide is divided into the following sections: initiatory activities, developmental activities with 36 concepts, evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Activities are listed for each of the concepts. The objectives involve an understanding of the concepts and a correct interpretation of the results of the experiments. INSTRUCTIONAL MATERIALS: The material needed for each activity is listed. The bibliography and film list are both annotated. STUDENT ASSESSMENT: Samples of evaluation items are included to help the teacher develop an informal testing program.

14. Starr, John W., 3rd Ed. Resource Handbook--Space Beyond the Earth. A Supplement to Basic Curriculum Guide--Science, Grades K-6.
 68, 145p. ED 050 065

*Astronomy; *Curriculum Guides; *Elementary School Science;
 *Science Education; *Science Units; Elementary School Curriculum; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten.

GRADES OR AGES: Grades K-6. SUBJECT MATTER: Science, space.
 ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four units: 1) the sun, earth, and moon; 2) stars and planets; 3) exploring space; 4) man's existence in space. Each unit includes initiatory and developmental activities. There are also sections on evaluation, vocabulary, children's books, and films. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Details of activities are given for each concept in the four units. Objectives involve an understanding of the concepts and of the results of the various experiments. INSTRUCTIONAL MATERIALS: Materials required for each activity are described. The extensive bibliography and film list are annotated. STUDENT ASSESSMENT: Samples of evaluation items are included to help the teacher develop an informal testing program.

15. The Teaching of Modern Mathematics, K-6 [Instructional Model, Curriculum Guide, Scope and Sequence Guide and Teacher's Manual].
 69, 157p. ED 045 448

*Curriculum Guides; *Elementary School Mathematics;
 *Instructional Materials; Curriculum Development; Instruction; Modern Mathematics

Included in this set of materials is a description of an instructional model for elementary school mathematics. a curriculum guide developed

by the elementary school teachers of the California Area School District, scope and sequence guides, and a teachers manual. The instructional model includes the use of pretests, posttests, prerequisites and behaviors as they relate to the idea of flexible grouping in elementary school mathematics. The teachers manual contains materials for each content item described in the curriculum guide as well as lesson plans, worksheets, prerequisites and content behaviors, pupil response sheets, enrichment materials, and individual record sheets. This work was prepared under an ESEA Title III contract. [Not available in hardcopy due to marginal legibility of original document.]

F. Social Studies Guides

From Microfiche Collection (RIE)

1. Education for Intercultural Relations (Grades K-12). 68, 96p. ED 042 751

*Curriculum Guides; *Instructional Materials; *Intercultural Programs; *Negro Culture; *Negro Literature; Art; Audiovisual Aids; Cultural Education; Language Arts; Mathematics; Music; Physical Education; Racial Integration; Sciences; Secondary Education; Social Studies; Teaching Techniques; Elementary Education

By emphasizing the contributions of Negroes to the culture of the United States, this K-12 curriculum guide seeks to point out the fallacies which hinder the development of intercultural and interracial education and, simultaneously, to foster racial and cultural understanding in a desegregated school system. Materials include (1) suggestions for such all school activities as assemblies, publications, student exchanges, and faculty and parent orientation programs, (2) suggested teaching and learning activities for grades K-6, and (3) language arts, social studies, mathematics, science, art, music, and physical education activities for grades 7-12. Included are a professional bibliography and lists of audiovisual materials, suggested readings in Negro literature, and display ideas.

2. Elliott, Richard D.; And Others. Economics Education: A Guide for New York Schools. Grades K-6. Project PROBE. Jul 70, 244p. ED 042 668

*Economics; *Elementary Grades; *Inquiry Training; *Kindergarten; *Teaching Guides; Educational Objectives; Inductive Methods; Sequential Programs; Skill Development; Social Studies Units; Teaching Models; Teaching Procedures

A series of inquiry plans for the systematic development of learning and thinking skills are provided in this teaching guide. The materials for each grade level include: 1) a summary of the plans, justification of them, identification of the concepts and content that the students will explore, and an outline of the instruction strategy; 2) a statement of the objectives of each topic concerning skill development and the level of performance expected at the close of a planned activity; 3) a description of strategy including specific activities, a question that should be used, and the inquiry model or plan to be applied to a series of events or situations throughout the year. Since the student is expected to identify the content he needs, in most cases the content is not described. In addition, the selection of instructional materials is left to the teacher based on what is available and the media the students need. Evaluation techniques can be translated from the descriptions

of the performance objectives. This guide is not intended as a total program for social studies in any grade. The second part of the guide (SO 000 196) contains the materials for grades 7 through 11.

3. The Family--Functions and Patterns. Resource Units, Kindergarten.
Providence Social Studies Curriculum Project. 70, 24p. ED 048 164

*Curriculum Guides; *Kindergarten; *Social Studies; *Urban Teaching; Family (Sociological Unit)

GRADES OR AGES: Kindergarten. SUBJECT MATTER: Social studies; the family, functions and patterns. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into seven chapters, three of which outline the three subunits--families, families at work, and families at play. Each of these three chapters is laid out in three columns, one each for subtopics, suggested activities, and materials. Other chapters are in list form. The guide is mimeographed and staplebound with a paper cover. OBJECTIVES AND ACTIVITIES: Activities are listed in the central column in each of the three subunit chapters. Each group of activities is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Materials are listed in the third column of each of the three subunit chapters. Each group of materials is related to one or more activities. In addition, the last two chapters contain lists of filmstrips and study prints. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content, with firm suggestions on timing of subunits. The teacher is free to use other activities and materials than those listed.

4. K-12 Social Studies Curriculum Guide. 68, 170p. ED 051 180

*Curriculum Guides; *Elementary Grades; *Kindergarten;
*Social Studies; *Secondary Grades; American Government (Course);
American History; Civics; Economics; Grade 1; Grade 2; Grade 3;
Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10;
Grade 11; Grade 12; Intermediate Grades; Psychology; Sociology;
World Geography; World History; World Problems

GRADES OR AGES: K-12. SUBJECT MATTER: Social studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into three sections, one each for elementary grades, middle grades, and high school. The first two sections are further subdivided by grade level and the last section is subdivided by course. Sections are laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources, and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Activities include reading, discussions, map study, oral reports, independent projects, lectures by outside experts, and field trips. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed with the activity description. Lists include both print and audiovisual.

5. Morris, Earl W.; And Others. The Role and Contributions of American Negroes in the History of the United States and of Illinois. A Guide for Teachers and Curriculum Planners. Grades K through 12. Sep 70, 196p. ED 048 069

*Curriculum Guides; *Inductive Methods; *Negro History; *United States History; Case Studies; Concept Teaching; Discussion (Teaching Technique); Elementary Grades; Inquiry Training; Intergroup Education; Kindergarten; Negro Culture; Problem Solving; Racial Discrimination; Resource Guides; Secondary Grades; State Curriculum Guides; *Social Studies

The publication provides guidelines for local school personnel to use in the development of programs of study. In the preparation of this resource, the objectives were: 1) to detect and correct historic distortions, fallacies, commissions and omissions in the teaching of the history of the United States and the State of Illinois; 2) to examine racial prejudice and discrimination in their historic content with respect to consequences for American society; and 3) to encourage better understanding of cultural and social change through a framework of historical references. It is advocated that in the teaching-learning processes, schools incorporate approaches in inquiry, discussion, problem solving, concept teaching, and critical and creative thinking. Three guidelines are presented and carefully documented by case studies and narrations. The themes represented within them are: 1) the Civil War, slavery; 2) prejudice and discrimination in education, religion, and employment; and 3) cultural and social change including discussion of Black power, humanism in culture and society, and cultural progress. Included are: suggested general content outline and chronology, a guide for curriculum implementation, and a 25 page bibliography of resources and instructional materials. Guidelines for inservice training programs are appended.

Availability:

Office of the Superintendent of Public Instruction, Division of Instruction, Department of Curriculum Development, Springfield, Illinois 62706.

6. Neighborhoods. Curriculum Guide, Grades K-3. Providence Social Studies Curriculum Project. 70, 50p. ED 048 163

*Curriculum Guides; *Primary Grades; *Social Studies; *Urban Teaching; Grade 1; Grade 2; Grade 3; Kindergarten

GRADES OR AGES: K-3. SUBJECT MATTER: Social studies; neighborhoods. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 12 chapters, most of which consist of lists. It is mimeographed and staple-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Objectives are well-defined, with separate chapters on aims, content, generalizations, and concepts. Each of these chapters has separate sections for each grade. No specific activities are mentioned, although a two-page chapter outlines general teaching methods. INSTRUCTIONAL MATERIALS: Chapter 11 lists laboratory materials for students by grade and Chapter 12 lists reference materials for teachers. STUDENT ASSESSMENT: None. OPTIONS: The guide is prescriptive as to course content, with firm suggestions on timing of units. Specific suggestions for activities are presented in the individual guides for each grade--SP 007 051 - SP 007 054.

7. The Program of Social Studies Instruction Grades K-12. 69, 47p. ED 049 085

*Citizenship; *Concept Teaching; *Curriculum Guides; *Inquiry Training; *Social Studies; Civics; Community Study; Current Events; Democratic Values; Economics; Educational Objectives; Elementary Grades; Geography; Kindergarten; Problem Solving; Secondary Grades; Sequential Programs; United States History

This publication, revised in 1968, was prepared to inform teachers and principals in the school system of the total social studies program. The program guide contains statements of general educational philosophy and objectives as well as basic principles of the social studies curriculum. Specific goals regarding academic knowledge, skills and attitudes are discussed, including the values of citizen education. Present trends in social studies teaching are summarized, including problem-solving, inquiry, and concept teaching. The K-12 structure of curriculum is: 1) Primary Unit: The Home, The School, The Community; 2) Grade 3: Detroit, Wayne County, Michigan, Detroit at Work; 3) Grade 4: Beginning Geography; 4) Grade 5: History of the United States, Geography of the United States; 5) Grade 6: Introductory World History; 6) Grade 6: Geography of the Eastern Hemisphere; 7) Grade 7B: Geography of the Western Hemisphere; 8) Grade 7A-8B: United States History; 9) Grade 8A: Civics, emphasis on local and state government; 10) Grade 9: World History; 11) Grade 10: World Geography, elective; 12) Grade 11: American History; 13) Grade 12B: Civics; 14) Grade 12A: Economics. At each level curriculum content is divided into units of instruction and extensive guidelines are given in the use of this method. Additional subjects in this district program guide are: Points to Emphasize in Teaching Social Studies, Controversial Issues and Social Studies, Special Days and Events, and Equipment and Materials.

8. Social Studies Guide. Kindergarten-Level Twelve. Jun 70, 198p. ED 051 159

*Curriculum Guides; *Elementary School Curriculum; *Secondary Education; *Social Sciences; *Social Studies Units; Economics; Geography; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Grade 7; Grade 8; Grade 9; Grade 10; Grade 11; Grade 12; History; Kindergarten; Political Science

GRADES OR AGES: Grades K-12. SUBJECT MATTER: Social Studies. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has three main sections; 1) kindergarten-grade 6; 2) required courses, grades 7-11; and 3) electives, grades 10-12. In each subsection the objectives are listed, an outline of the course is given, concepts and suggested activities are listed in two parallel columns, and evaluation questions are provided. A sample unit is included for each course, including overview, objectives, initiation of the unit, suggested activities, evaluation, selected references, and other resources. The guide is mimeographed and spiral-bound with a soft cover. OBJECTIVES AND ACTIVITIES: Objectives are listed at the beginning of the course of

each grade. Suggested activities are listed for each course, and more detailed activities are included in the sample units. **INSTRUCTIONAL MATERIALS:** References to books, periodicals, and audio-visual materials are included in the sample units for elementary grades and in both the general course descriptions and the sample units for secondary grades. **STUDENT ASSESSMENT:** Typical evaluation questions are included for each grade, with more detailed questions in the sample units. An explanation of evaluation techniques, together with sample evaluation charts, is included at the end of the section on elementary grades.

G. Music and Art Guides

From Microfiche Collection (RIE)

1. Art Teaching Guides: Designing with Paper, Kindergarten-Grade 6. Curriculum Bulletin No. 8e, 1968-69 Series. 69, 24p. ED 034 791

*Art Education; *Creative Art; *Curriculum Guides; *Elementary Education; *Paper (Material); Art; Art Activities; Art Appreciation; Art Materials; Handicrafts; Student Evaluation; Student Motivation; Teaching Techniques

To provide a variety of projects for making things from paper, this curriculum guide suggests learning activities involving simple exploratory experiments with paper and paper boxes, more inventive experiences with articles designed from paper, and finally complicated projects designed by the students and executed from a wide range of paper materials. For each grade (K-6), sections are provided discussing 1) materials and equipment necessary, 2) organization and placement of materials, 3) guidance and motivation by the teacher, 4) children's activities and 5) evaluations by the teacher and the child.

Availability:

Board of Education of the City of New York, Publications Sales Office,
110 Livingston St., Brooklyn, New York 11201

2. Art Teaching Guides: Modeling with Clay, Kindergarten-Grade 6. Curriculum Bulletin No. 8c, 1968-69 Series. 69, 24p. ED 034 793

*Art Activities; *Art Education; *Creative Art; *Curriculum Guides; *Elementary Education; Art Appreciation; Art Materials; Handicrafts; Student Evaluation; Student Motivation; Teaching Techniques; Art

This guide offers teaching suggestions for introducing young children to the pleasure of handling clay, for guiding third and fourth grade children in shaping clay into many forms, and for instructing fifth and sixth grade children in the molding, glazing and firing of clay. Sections for each grade (K-6) include discussions of 1) materials and equipment necessary, 2) the organization and placement of these materials, 3) motivation and guidance, 4) activities for the child, and 5) evaluations by the teacher and the child.

Availability:

Board of Education of the City of New York, Publications Sales Office,
110 Livingston St., Brooklyn, New York 11201

3. Child, Toni, Ed. Planning the Elementary Music Curriculum. Grades K-6. [69], 37p. ED 051 189

*Curriculum Guides; *Elementary Grades; *Kindergarten; *Musical Instruments; *Music Education; Vocal Music

GRADES OR AGES: K-6. SUBJECT MATTER: General and instrumental music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 16 short chapters and several appendixes. Each of these is straight text interspersed with illustrations. The guide is offset printed and staple bound with a paper cover. OBJECTIVES AND ACTIVITIES: A philosophy of music education and accompanying general and specific objectives are developed in the first four chapters. Subsequent chapters contain general suggestions for activities. Activities in the field of instrumental music are divided into three sequential levels of increasing difficulty. INSTRUCTIONAL MATERIALS: The guide contains 1) a list of recommended equipment and materials for general music, 2) a list of sources of classroom instruments and catalogs, 3) a list of sources of musical recordings, 4) a list of recommended music books for children, and 5) a partial listing of music publishers. STUDENT ASSESSMENT: No mention.

4. Guides in Construction and Manufacturing for Elementary School Industrial Arts. K-2; 3-4; 5-6. 68, 254p. ED 028 266

*Construction (Process); *Curriculum Guides; *Elementary Grades; *Industrial Arts; *Manufacturing; Kindergarten; Lesson Plans

This series of three guides was developed by 25 participants in the institute. One hundred and eight industrial arts lesson plans for grades K-6 are included in these guides for construction and for manufacturing intended to reflect the contemporary industrial and technological society in which young children live. Some typical construction lessons are: 1) Man and Technology, 2) Selecting a Site, 3) Listing Materials, 4) Clearing the Site and Getting Ready to Build, 5) Erecting Steel Frames, 6) Mediation, Arbitration, and Striking, and 7) Maintaining Property. Some typical manufacturing lessons are 1) Manufacturing and the Economic System, 2) Identifying Consumer Demand, 3) Designing Power Elements, 4) Operating Quality Control Systems, 5) Establishing Accident Prevention Programs, 6) Hot and Cold Working Processes, and 7) Servicing Manufactured Products. Each lesson includes objectives, activities, teaching procedure, relationships to other subjects, materials required, and a bibliography.

5. K-12 Unified and Fine Arts Curriculum Guide. 68, 93p. ED 051 182

*Art Education; *Curriculum Guides; *Elementary Grades; *Music Education; *Secondary Grades; Intermediate Grades; Kindergarten

GRADES OR AGES/K-12 and K-8. SUBJECT MATTER: Art and music. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into two sections, one each for art and music. The art section is further subdivided into three parts, one each for elementary grades, middle grades, and high school. The first and third parts of the art section and the entire music section are laid out in four columns across two pages. Column headings are

concepts, teaching methods and learning activities, resources, and expected outcomes. The guide is mimeographed and loose-leaf bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** A philosophy and general objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. The section on art for the middle grades contains a very short outline of a program called "Unified Arts" which is divided into three phases: orientation, pre-independence, and independence. The program guides students gradually into performing independent art work on a contractual basis. **INSTRUCTIONAL MATERIALS:** Materials needed for an activity are either listed with or implied in the activity description. In addition the music section contains a brief list of resources--textbooks, records, and equipment. **STUDENT ASSESSMENT:** No mention.

6. Mohamed, John A., Ed. Art K-6. A Guide for Teachers. 69, 161p. ED 050 054

*Art; *Art Appreciation; *Art Education; *Curriculum Guides;
 *Elementary School Curriculum; Artists; Grade 1; Grade 2;
 Grade 3; Grade 4; Grade 5; Grade 6; Kindergarten

GRADES OR AGES: K-6. **SUBJECT MATTER:** Art. **ORGANIZATION AND PHYSICAL APPEARANCE:** The introductory material includes messages for the art teacher and classroom teacher, hints for new teachers, charts showing progressive skill levels and awareness and skill, a work sheet for long range planning, a suggested outline for an art lesson plan, and comments and suggestions concerning each of the areas in the lesson plan. The subject matter is grouped for grades 1 and 2, 3 and 4, 5 and 6. Each section is set out in four columns--processes and media, learning activities, performance skills, and words and terms. Separate sections deal with activities and the cultural enrichment (art, appreciation) program. The guide is mimeographed and spiral bound with a soft cover. **OBJECTIVES AND ACTIVITIES:** The objectives for each course are detailed in the performance skills column. Learning activities are listed for each course, and a separate chapter gives additional information on activities. **INSTRUCTIONAL MATERIALS:** Materials are listed in the processes and media column for each course. Additional information includes details of fine art prints, sculpture, music, literature, films, a bibliography, and a list of publishers. **STUDENT ASSESSMENT:** Brief suggestions are given for evaluating the child's skills.

H. Health and Physical Education Guides

From Microfiche Collection (RIE)

1. Baldwin, William O.; And Others. Curriculum Guide for Physical Education: Kindergarten and Ungraded Primary. 69, 87p. ED 038 169

*Curriculum Guides; *Physical Education; Basic Skills; Kindergarten; Physical Activities; Physical Development; Physical Fitness; Primary Grades

This physical education program consists of teaching basic skills and the use of these skills in implementing a progressive sequence from kindergarten through ungraded primary grades. A section on games includes a description of their general purpose, directions for playing each game, and teaching suggestions. Included are 11 games to be introduced at the kindergarten level; 27 group games and 11 classroom games for the next level; 26 group games and eight classroom games for a subsequent level; and 25 group games and six classroom games for the final level. The rhythm program is divided into fundamental rhythms and singing games and dances. This section includes a list of records as well as rhythmic activities for each level. A section on stunts describes their purpose, gives teaching suggestions and recommends safety precautions. Diagrams of stunts at all developmental levels are illustrated. The final section contains a physical fitness test. The guide was planned to be used in conjunction with "Elementary School Physical Education Handbook."

2. A Curriculum Guide in Physical Education. Grades K-12. 70, 125p. ED 048 140

*Athletic Programs; *Curriculum Guides; *Physical Education; *Physical Education Facilities; *Physical Fitness; Athletic Activities; Athletic Equipment

GRADES AND AGES: K-12. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide has eight chapters: 1) philosophies and objectives; 2) responsibilities, policies, and procedures; 3) suggested program of activities and outcomes; 4) skill guidelines for recommended activities; 5) intramurals and intermurals; 6) interscholastic athletics; 7) facilities and equipment; and 8) evaluation. An appendix deals with problems, publications, and resources, and a book list is also included in each chapter. The guide is mimeographed and spiral bound with a soft cover. OBJECTIVES AND ACTIVITIES: The objectives are set out in general terms in the first chapter. The activities are described in detail and include individual sports, team sports, aquatics, rhythms, self-testing, and outdoor education. INSTRUCTIONAL MATERIALS: The basic facilities for elementary schools and junior and senior high schools are given together with a suggested minimum list of equipment. STUDENT

ASSESSMENT: A complete chapter is devoted to evaluation, with check lists for organization and procedure, personnel and materials, facilities, equipment and supplies, public relations, course of study, and activities.

3. Drug Abuse Education, A Multiple-Approach Curriculum Guide and Resource Materials for Grades K-12. 70, 159p. ED 048 009

*Behavioral Objectives; *Curriculum Guides; *Drug Abuse;
*Learning Activities; *Resource Materials; Elementary Grades;
Health Education; Instruction; Secondary Grades

This tentative curriculum guide and resource materials publication is designed to aid teachers in using a multi-media approach in presenting a drug abuse education program. It is intended that the material be interwoven into all current curriculum structures, rather than presented as individual and separate units. The K through 12 curriculum is divided into four groupings: grades K-3, 4-6, 7-9, and 10-12. For each group of grades, the guide presents an overview of the problems, general objectives to attain, and numerous behavioral goals with accompanying activity suggestions to achieve them. The enlarged appendix contains a history of drug abuse, resource agencies for drug information, physiological and psychological facts about drug abuse, two glossaries of technical and slang terms, drug laws, a pupil survey blank, suggested films and filmstrips for drug abuse education, and a list of books, pamphlets, and paperbacks.

4. Fitness and Physical Education Guide, Grades K-6. 68, 134p. ED 051 156

*Curriculum Guides; *Elementary Grades; *Kindergarten; *Physical Education; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with lists and diagrams. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific skill objectives for each grade level are listed. The major portion of the guide consists of lists and detailed descriptions of activities for each grade level, subsumed under the categories of games and contests, self-testing activities, rhythmic activities, or special conditioning activities. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed at the beginning of the activity description. In addition, the guide includes a list of supplies and equipment necessary for an adequate elementary school program and a bibliography of books, pamphlets, films, filmstrips, and recordings. STUDENT ASSESSMENT: Guidelines for methods of evaluating and grading and sample evaluation charts are included.

5. A Guide for Perceptual-Motor Training Activities. 68, 79p. ED 027 075

*Curriculum Guides; *Kindergarten; *Lesson Plans; *Perceptual Motor Learning; *Sensory Training; Auditory Perception; Eye Hand Coordination; Eye Movements; Kinesthetic Perception; Perceptual Motor Coordination; Psychomotor Skills; Space Orientation

This document has been prepared as part of a kindergarten perceptual-training program of the South Euclid-Lynhurst City School District near Cleveland, Ohio. The guide contains information on training and procedures related to perceptual-motor learning. This information is structured primarily into 150 lesson plans, devised as 30-minute sessions for groups of eight children. A three-page list of equipment for gross motor skills is provided, including a description of the equipment item, its source, and its price. Pictorial representations of the form perception patterns used in the lessons are also presented. A list of addresses of sources of equipment and manuals is included.

6. Health Education Guide, Grades K-12. 69, 122p. ED 051 157

*Curriculum Guides; *Elementary Grades; *Health Education;
*Kindergarten; *Secondary Grades

GRADES OR AGES: K-12. SUBJECT MATTER: Health. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into several straight-text chapters interspersed with diagrams and lists. It is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: General objectives for the health program are outlined in an introductory chapter. The major portion of the guide consists of a detailed content outline for each grade level, guidelines for developing teaching units, and numerous sample units. The sample units include specific objectives and lists of related activities. INSTRUCTIONAL MATERIALS: Lists of teacher and student references, audiovisual aids, and sources of materials are included. STUDENT ASSESSMENT: Guidelines for evaluation include hints on developing written tests, the use of observation in assessing student attitudes, lists of standardized tests, and a sample student health history form and health habits checklists.

7. K-12 Health and Physical Education Curriculum Guide. 68, 107p. ED 051 183

*Curriculum Guides; *Elementary Grades; *Health Education;
*Physical Education; *Secondary Grades; Intermediate Grades;
Kindergarten

GRADES OR AGES: K-12. SUBJECT MATTER: Health and physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into four sections: 1) physical and health education--elementary; 2) physical and health education--middle; 3) physical education games--middle school and high school; and 4) health education--high school. Each section is laid out in four columns across two pages. Column headings are concepts, teaching methods and learning activities, resources and evaluation. The guide is mimeographed and loose-leaf bound with a soft cover. OBJECTIVES AND ACTIVITIES: General objectives are outlined in an introductory section. Suggested activities are correlated with specific concepts and objectives. Health activities are described in some detail, but physical education activities are merely listed. The health curriculum outlined is not a separate course, but is intended to be integrated into

science, physical education, and home economics instruction. INSTRUCTIONAL MATERIALS: Materials listed are both printed and audiovisual; there is no indication of equipment needed for physical education activities. STUDENT ASSESSMENT: Suggestions for evaluation accompany most groups of activities. These suggestions include teacher-developed oral and written tests and performance tests.

8. Physical Education for the Elementary Schools. Kindergarten Through Grade Six. Mar 69, 105p. ED 051 211

*Curriculum Guides; *Elementary Grades; *Kindergarten; *Physical Education

GRADES OR AGES: K-6. SUBJECT MATTER: Physical education. ORGANIZATION AND PHYSICAL APPEARANCE: The guide is divided into 14 chapters. The major portion of the guide, which outlines the curriculum, is divided into five sections, one each for kindergarten, and grades 1-2, 3, 4, and 5-6. The guide is mimeographed and spiral-bound with a paper cover. OBJECTIVES AND ACTIVITIES: Specific objectives and skills to be developed are listed at the beginning of each section. Numerous activities are suggested in each section with detailed descriptions and "hints to the teacher" provided. Games are the primary activity in grades 1-3; tumbling is added in grades 4-6, and dancing in grades 5-6. INSTRUCTIONAL MATERIALS: Materials needed for an activity are listed in the activity description. A list of record sources and a short bibliography of teacher references are also included. STUDENT ASSESSMENT: No mention is made of evaluating skills. The guide includes directions for using the Wetzel Grid for Evaluating Physical Fitness, which compares individual physical development--height and weight--to standard norms.

Additional References

For additional references relating to each of the categories considered the reader is referred to the following:

General Guides:

ED 026 366
ED 030 665
ED 035 626
ED 039 651
ED 045 677
ED 043 631

Language Guides:

ED 029 681

Parent Participation Guides:

ED 026 144

Guides Relating to Bilingualism:

ED 024 519

Guides Relating to Science and
Environmental Education:

ED 045 356
ED 045 436

Other Guides:

ED 040 076
ED 042 751
ED 045 368

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107 Roney Lane
Syracuse, New York 13210

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611 Church Street
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Columbia University
Teachers College, Box 40
New York, New York 10027

EARLY CHILDHOOD EDUCATION

University of Illinois
805 West Pennsylvania Avenue
Urbana, Illinois 61801

EDUCATIONAL MANAGEMENT

University of Oregon
Library-South Wing
Eugene, Oregon 97403

EDUCATIONAL MEDIA AND TECHNOLOGY

Stanford University
Institute for Communication Research
Stanford, California 94305

EXCEPTIONAL CHILDREN

Council for Exceptional Children
1411 South Jefferson Davis Highway
Suite 900
Arlington, Virginia 22202

HIGHER EDUCATION

George Washington University
1 Dupont Circle, Suite 630
Washington, D. C. 20036

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405 Hilgard Avenue
Los Angeles, California 90024

LANGUAGES AND LINGUISTICS

Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

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American Society for Information Science
1140 Connecticut Avenue, N. W.,
Washington, D. C. 20036

READING

Indiana University
200 Pine Hall
Bloomington, Indiana 47401

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New Mexico State University
Box 3AP, University Park Branch
Las Cruces, New Mexico 88001

SCIENCE AND MATHEMATICS EDUCATION

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1460 West Lane Avenue
Columbus, Ohio 43221

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1 Dupont Circle, Suite 616
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